

CUTREACH PROJECTS

1978-1982

EDMONTON PUBLIC SCHOOLS
U. of A., SEEDS, STUDENT GARDEN

UNIVERSITY OF ALBERTA LIBRARIES	
Accession No.	96-183
Item No.	161
Box No.	5

See pp.22,23 of "STUDENT CANADA" Vol.3, Ed. 2. Apr-May 1978

This is a private enterprise publication aimed at students in the Edmonton area. The press run is some 10,000. Distribution is to all institutions included in the University of Alberta, plus such other colleges as NAIT (Northern Alberta Institute of Technology), the Grant McEwen Community Colleges, Alberta College, etc. Not high schools, or public schools.

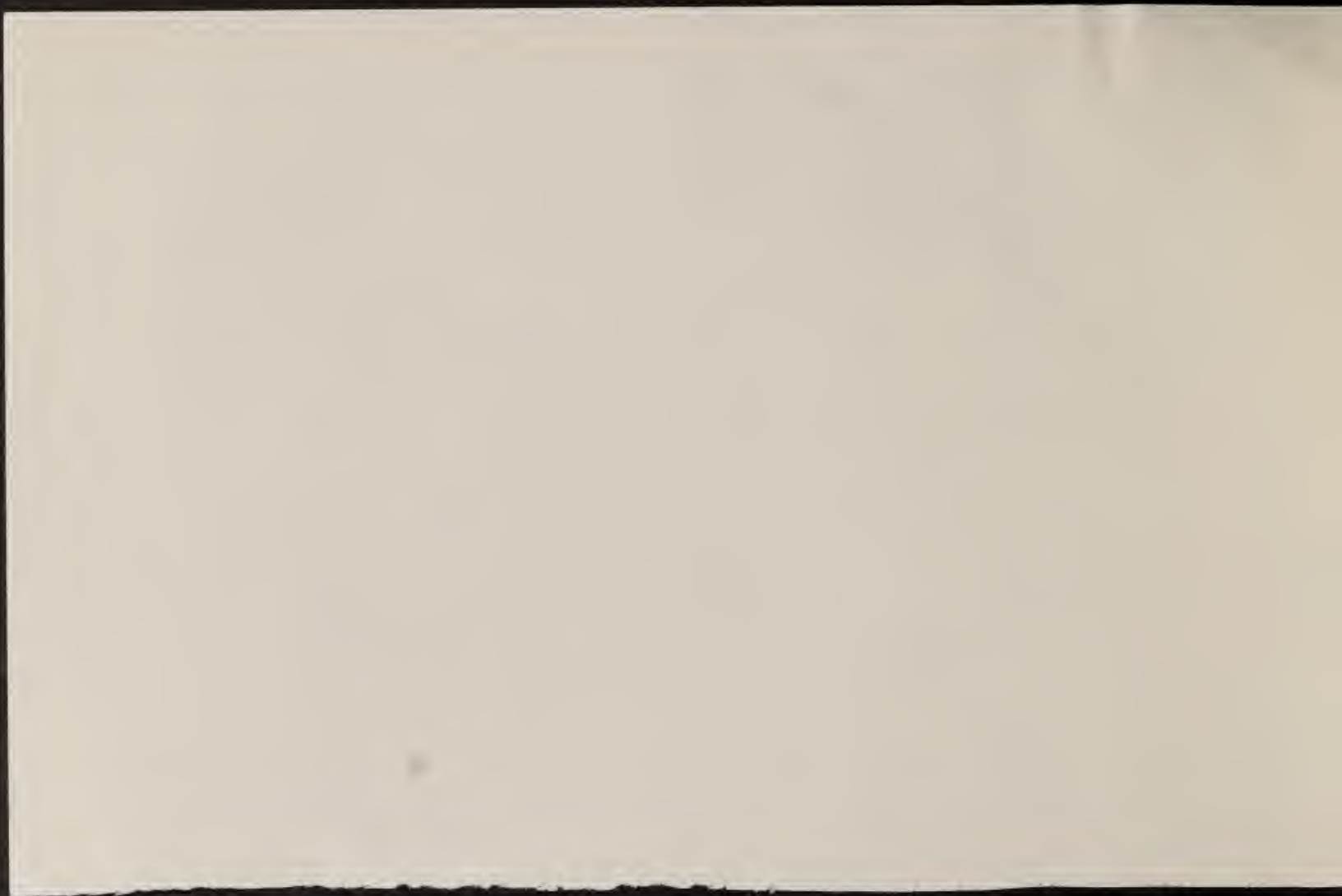
As a general publishing venture, they are in the market for material and responded to our inquiry by giving us good ~~xxxxxxx~~ space for the straight transcript of questions and answers from the publication TTSD. They selected 8 questions of the 14 which comprise the first part of "Questions and Answers" of TTSD, dealing with "Concept and Organization". These are of a general nature and seem to be an excellent use of the space provided.

We expect to get further coverage in their September issue (they publish 3 times a year, Sep., Jan., and April), and plan to put in a modest ad to provide further details of our location, dues, hours, activities, etc.

Distribution of this issue was made locally on Friday, 14th April. We have not observed any specific response as yet, a week later. However the subject of Technocracy will have been brought to the attention of a great many young people, regardless of measurable response.

Walt Fryers,
Organizer, 11353.

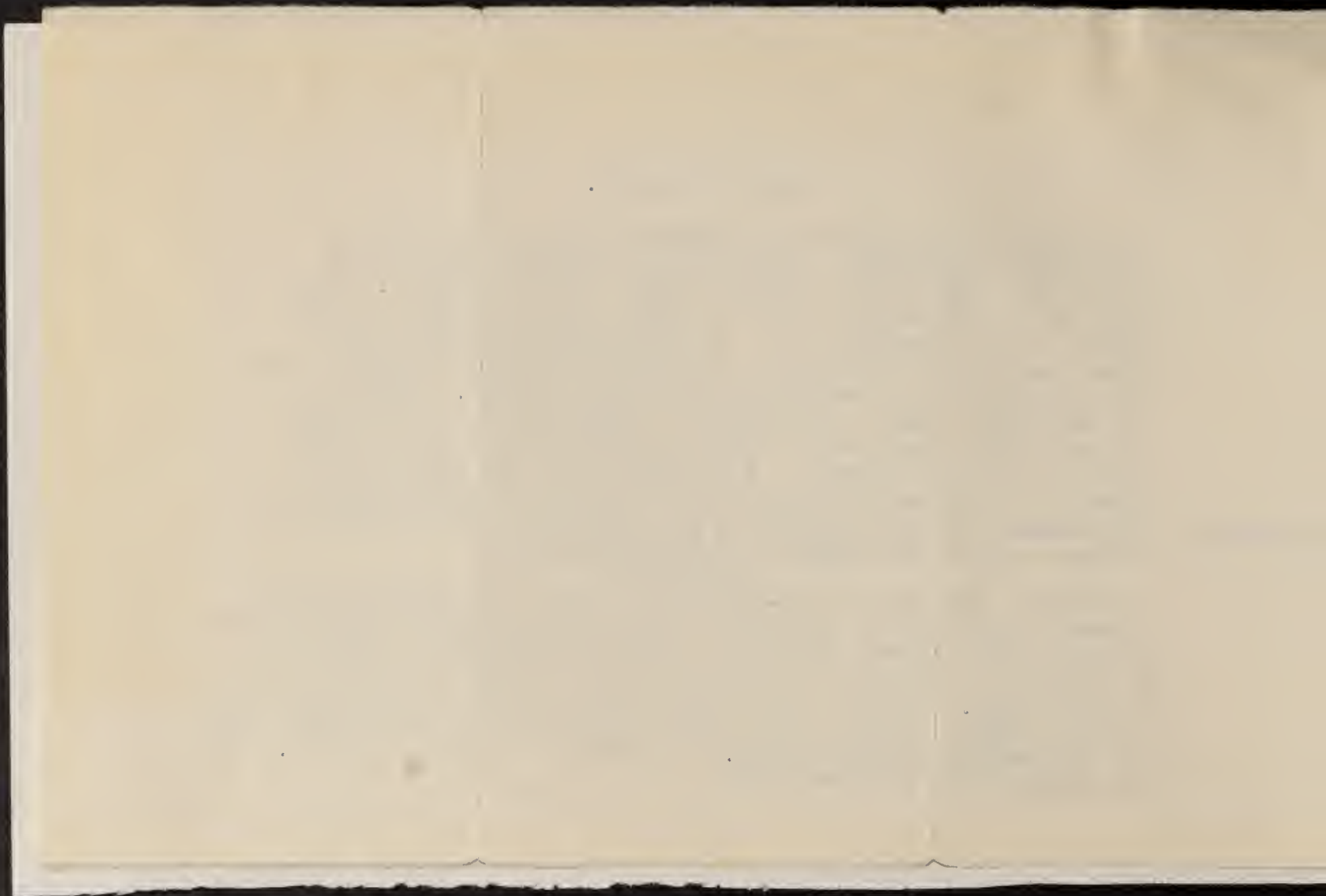
20 April, 1978.



Walter R. Fryers.

Contributors

Mr. Fryers, who holds a B.Sc. from the University of Manitoba, became a meteorologist with the R.C.A.F. in 1940 and continued in that capacity for most of his career, including a stint overseas 1957 to 1960. as Squadron Leader in charge of the Wing Weather Office for 3 Fighter Wing at Zweibrücken, Germany. During the latter part of his career he was appointed ~~Exxx~~ Meteorological Project Officer for Aerospace Engineering Test ~~Squadron~~ ~~at Cold Lake, Alberta~~ Establishment at Cold Lake, Alta., retiring ~~xxxx~~ in December 1975.



Distribution

CHQ	Spec's
Eberhardt (Calgary)	1
Daridon (Winnipeg)	1
Vancouver (Alpha Green)	1
Seattle (Peterson)	1
Los Angeles (Zechner)	1
Windsor (Barrett)	1
Stakaloon (Dawson)	1
Bailett (So. Baytown, Ala.)	1
Shaw (Albany, Ont.)	1
Kildan (N. B. Thompson)	1 + 2

Compliments of . . .



SPARTAN press ltd.

6841 - 76 Avenue, Edmonton, Alberta T6B 0A9 Phone 465-1881

TECHNOCRACY: TECHNOLOGICAL SOCIAL DESIGN

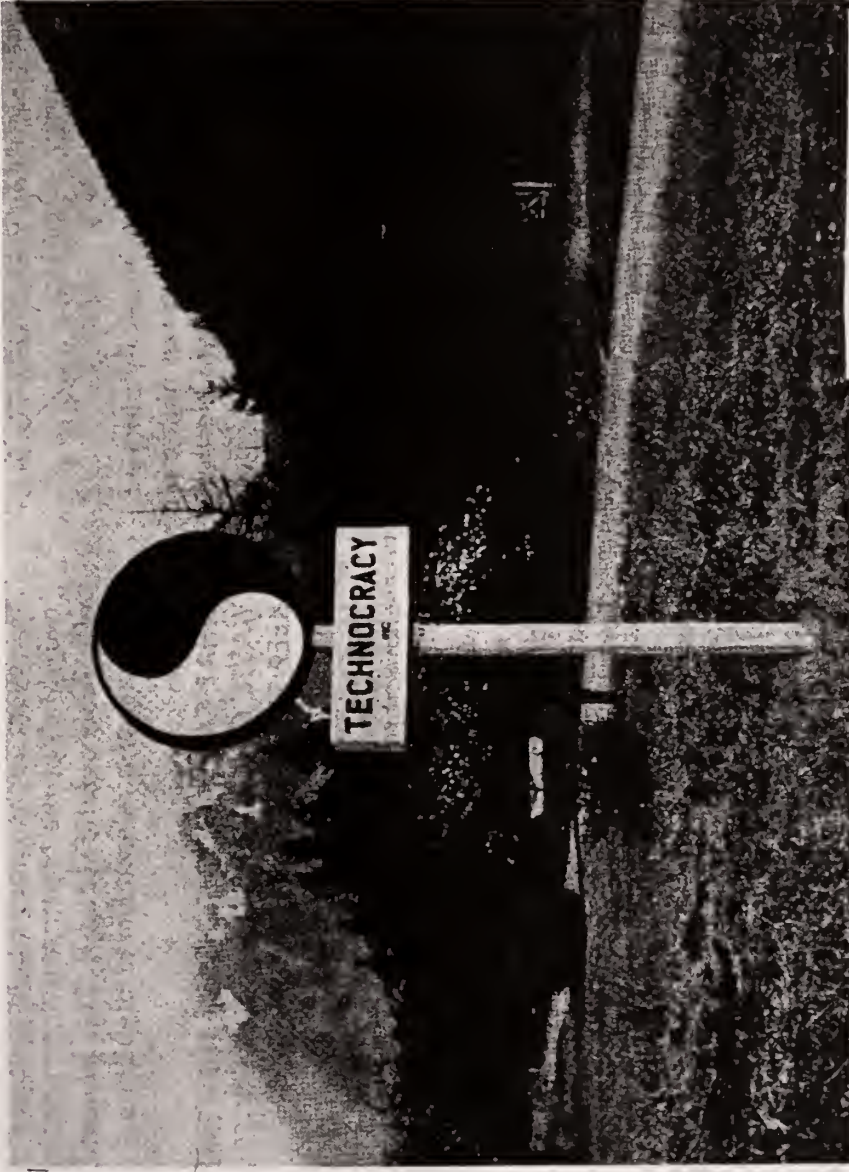
What Is Technocracy?

Briefly, Technocracy is science applied to the social order. Science concerns itself with the determination of the most probable in any field of knowledge, be it chemistry, engineering or social phenomena. Technocracy, then concerns itself with the determination of the most probable in the field of social science - the determination of the most probable state of society. It has to do primarily with that part of the social mechanism relating to the production and distribution of goods and services, but it has many far-reaching social implications.

What Are The Conclusions Of Technocracy?

There are three basic conclusions. The first is that there exists on the North American Continent a physical potential in resources to produce an abundance of goods and services for all citizens, and that the high-speed technology for converting these resources to use forms in sufficient volume is already installed and the skilled personnel for operating it are present and available. Yet we have unprecedented insecurity, extensive poverty and rampant crime.

The second conclusion of Technocracy is that the Price System can no longer function adequately as a method of production and distribution of goods. The invention of power machinery has made it possible to produce goods in abundance with a relatively small amount of human labor. As machines displace men, however, purchasing power is destroyed, for, if people cannot



work for wages and salaries, they cannot buy goods. We find ourselves, then, in this paradoxical situation: the more we produce, the less we are able to consume.

The final basic conclusion is that a new distributive system must be instituted which is designed to the special needs of an environment of abundance, and that this system must not in any way be associated with the extent of an individual's national contribution to society.

What Are The Social Implications Of Technocracy?
There are many. Take, for instance, the attainment of

leisure. For the first time in history, man would be released from drudgery and his creative energies set free.

Technocracy would abolish all litigation as at present understood in the meaning of that term in our existing legal system. It would be impossible in a Technate to sue for breach of promise, alimony, breach of contract, damages or to probate a will.

As practically all crime of the Price System results from the attempts of individuals to acquire the property of others illegally to alleviate their own insecurity, crime would practically cease to exist in a

Technocratic society. Technocracy defines a criminal to be a human being with predatory instincts, living under a Price System, without sufficient capital to start a corporation.

In a Technate, human beings would be treated for the first time in social history, not as wilful entities, subject to legalistic prohibitions, restraints and penalizations, but as energy consuming devices whose capacities as producers and consumers necessitate the development of the highest state of both capacities in order that human beings may be conditioned to living in a world of plenty where man's advantage over his fellowmen will no longer be socially profitable.

All worthy social projects are implied in the one big objective of Technocracy, which is to give to every human being adequate economic security.

Is The Technocratic Movement A Political Party?

No, it is not. Technocracy's sole reason for being is to promote its social program for

*Vol. 3, Ed. 2,
Apr. May 1978.*



institution when the Price System can no longer operate in North America. To run candidates for political office to advocate adoption of the program would quickly defeat the organization's whole purpose, for they would be unable to introduce any of the program's features on a local basis because of the Continental scope of the program. Technocracy, be remaining entirely free from political entanglements, can promote its social program at the Continental level without being restricted by the national or local boundaries of political limitations.

This is not to say that Technocracy will not consider political action in the future if the need arises, but such action would be only in the referendum calling for the acceptance or rejection of Technocracy's proposals. It is highly improbable that the program would be rejected in the face of badly deteriorated social circumstances that would likely prevail at the time of such referendum.

What Would Be Done With The People Whose Present Jobs, Like Banking, Would Cease To Exist In A Technocracy Society?

Many, of course, would be retired with full consuming privileges, having already passed the Technate retirement age of 45. The rest would be retrained for function in other roles.

What Are You Going To Do With The People Who Are Not Interested In Technocracy?

If the question is asking what we intend to do with persons today who are not interested in Technocracy, the answer is 'nothing'. We are seeking people who are intelligent and open-minded enough to embrace a new idea. However, deteriorating economic and social conditions will force many people not presently interested to look in our direction.

In the Technate, even the people who are not interested in Technocracy will enjoy the same high standard of living

Page 23

TECHNOCRACY

and increased leisure along with greater opportunity for cultural activities. Should they still prefer to live somewhere else, there will be no restriction on emigration.

Is Not Technocracy Very Similar To Socialism Or Communism?

When discussing either socialism or communism, it is important to make the distinction between theory and practice. For instance, communism in theory is a system of social organization based on the holding of all property in common, but in practice it is a totalitarian state dominated by a self-perpetuating political party which controls all economic and social activity.

In the Technate no group will wield political or economic power over the citizens. Everyone will have economic security, a high standard of living, more leisure and a greater measure of personal freedom than has ever been provided by any society previously.

What Can One Do As An Individual To Bring About A Better System?

We suggest that the best way to do this is to acquaint one's self as fully as possible on all aspects of the problem, after which an objective solution will commence to suggest itself. While anyone can do this individually and alone if he has the integrity and interest to do so, it seems rather a waste of time to go over ground that has already been covered with the likely result that a similar conclusion would be reached to one that has already been rather widely publicized.

We refer, of course, to Technocracy's social analysis and synthesis. Probably the best move an individual could make would be to join the organization of Technocracy Inc., investigate it from the

Continued

inside, and prepare himself in any way he can through the organization's media to inform other North Americans of Technocracy's conclusions. If the individual feels that the organization does not have the answer, he can drop his membership more easily than he attained it.

What Do Technocrats Mean By Social Change? Their Use Of The Term Seems To Differ From That Of The Popular Understanding.

Very much so. Social change is far more basic than the periodic switches from one political party to another, even if these be from the far right to the far left; for unless the essential ingredient of social change is introduced by the new administration, nothing more than superficial differences will result.

The essential ingredient to effect social change, scientifically speaking, is a change in the rate of energy conversion, whether this be upwards or downwards. Thus, a society which converts energy at a low rate can only have a low overall living standard, while another which converts energy at a somewhat higher rate can have a correspondingly higher standard of living for all its citizens. That this may not actually occur has nothing to do with the ability for it to do so, but with some fault in the distributive mechanism.

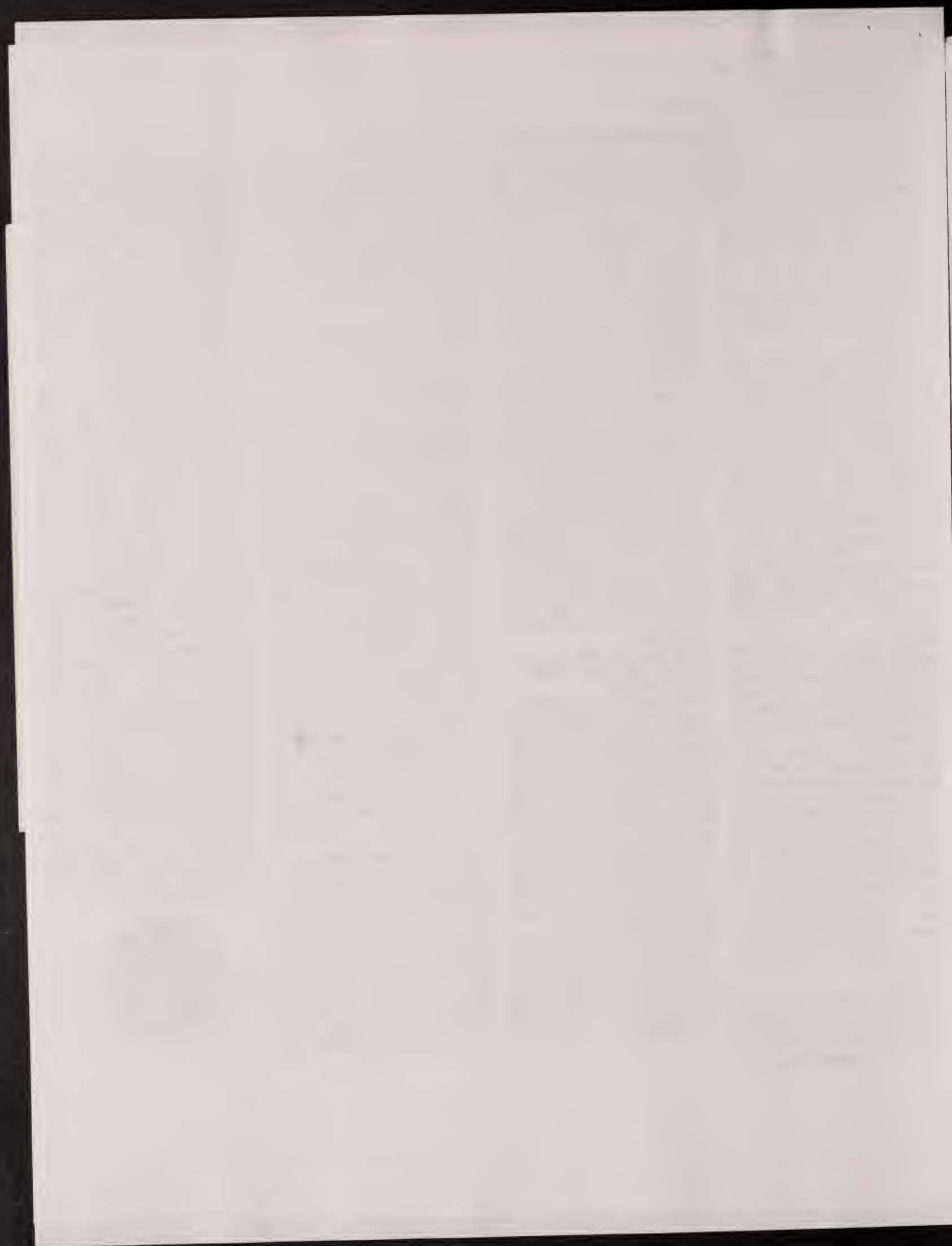
For all practical purposes we may consider social change to involve an upward adjustment of the ability to convert energy, for historically from time immemorial until the last couple of centuries the only significant means mankind had of converting energy was the power of his own muscles which accounted for about 98 percent of all energy converted, notwithstanding the

assistance obtained from such extraneous source (those outside the human body) as domesticated animals, windmills and waterfalls. Thus, the general living standard throughout the world in the middle of the 18th century was not substantially different from what it had been four or five thousand years earlier which suggests that the rate of energy conversion was at its irreducible minimum.

The first significant change upward occurred when the energy of burning coal was harnessed for use through the medium of the newly-invented steam engine in the 18th century. Slowly at first, but with rapidly gathering momentum, the trend to the use of extraneous sources of energy -- coal, petroleum products, electricity -- increased until today in North America an exact reverse of the historic situation exists. Less than two percent of all energy converted for the production of goods and services can be attributed to human muscle power; the balance, over 98 percent, comes from extraneous sources. Accordingly, we have now the physical ability to produce an abundance of goods and services for every resident of the Continent. The fact that they are not receiving it stems from their stubborn retention of that archaic Price System social mechanism which was conceived in natural scarcity and is operable only under those environmental conditions.



Continued Page 22



Anybody Interested ?

A well known Edmonton Publisher is currently searching for Fiction or Non-Fiction articles worthy of publication. If you wish to further your field related experience or express your views, please call

439-0601

Between the hours of 9:00 & 12:00 AM or
address correspondence to:

Editorial Director
No. 300 - 8908 - 99 St.
Edmonton T6E 3V4

Page 4



STUDENT CANADA

PUBLISHER J.R. Barfett

ASSOCIATE PUBLISHER
EDITOR - David Moser

Address all correspondence to:

STUDENT CANADA
No. 300, 8908 - 99 St.
Edmonton, Alberta.
T6E 3V4

Phone: 439-0601

Views published are not
necessarily endorsed
editorially.

To All **WRITERS** In This Area . . .

STUDENT CANADA is searching for writers who are interested in having their works published. Fiction, Non-Fiction, Poetry, Short Stories or Articles, Religious, Specialized and even controversial subjects will be considered.

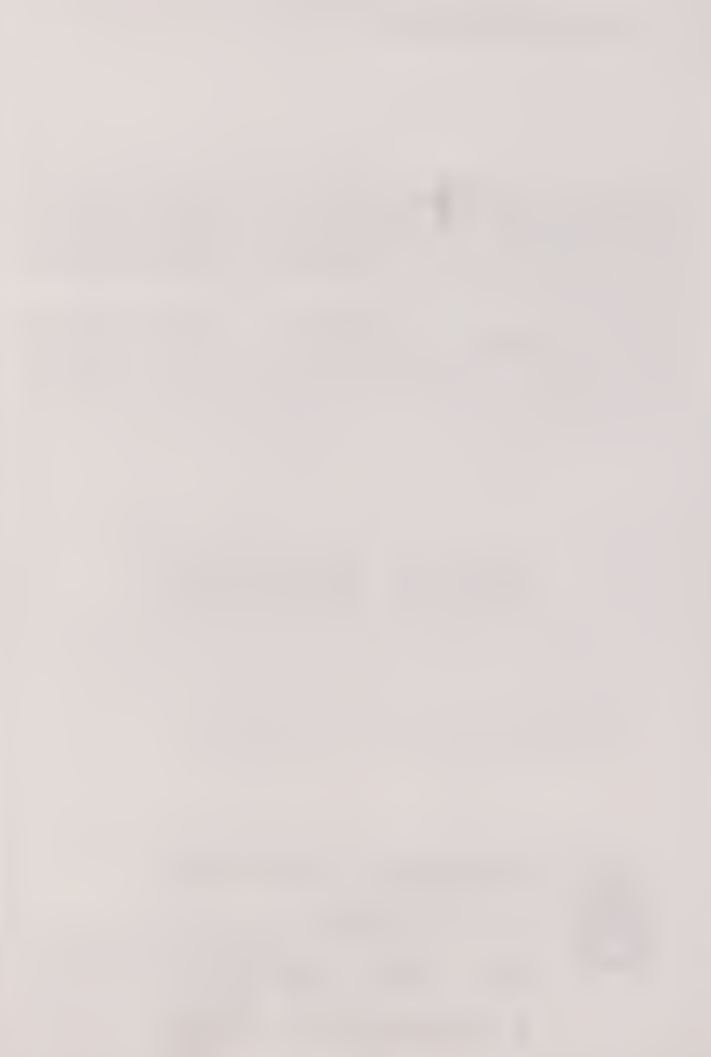
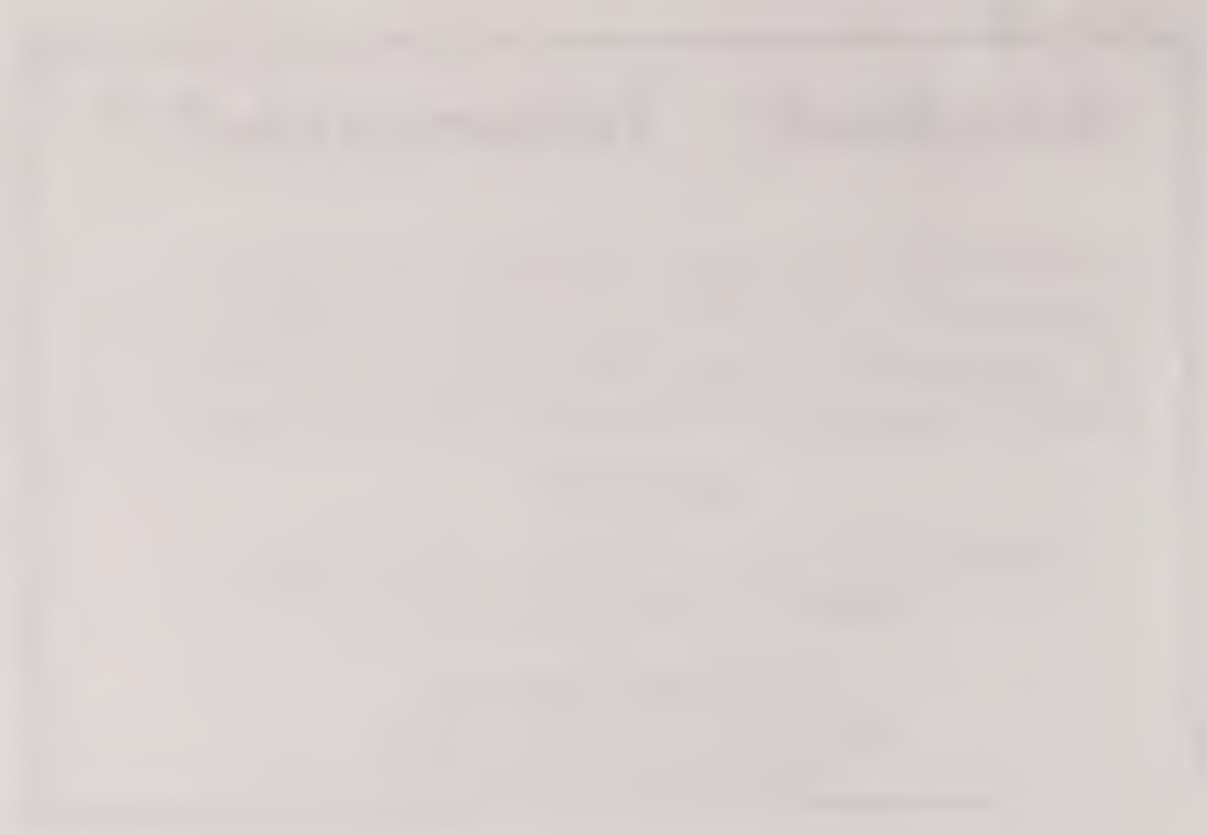
If you have a manuscript ready (or almost ready) for publication, and would like to get in touch with us, please telephone the number below between 9:00 A.M. & 12:00 A.M.

433-4856

If you prefer, write to



Student Canada
c/o Editor
No. 300 - 8908 - 99 St.
Edmonton, Alta.

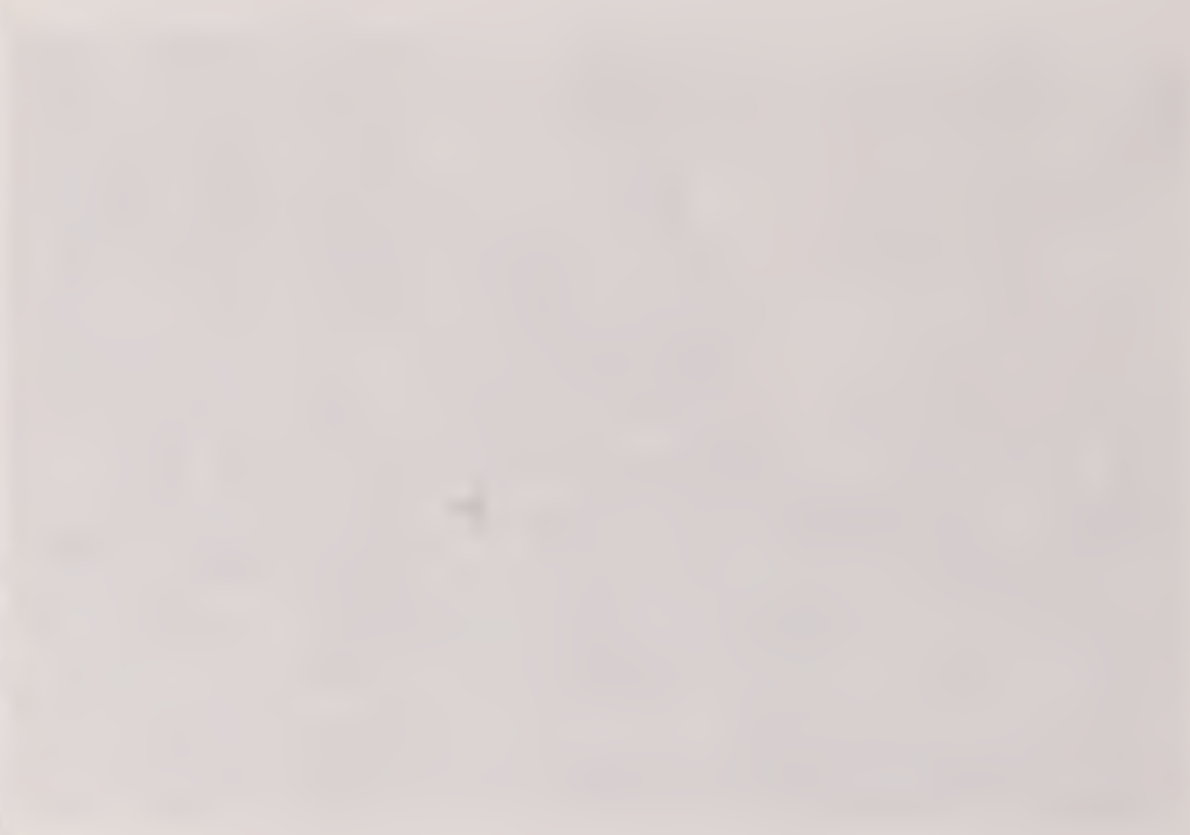


HUB MALL



STUDENT CANADA

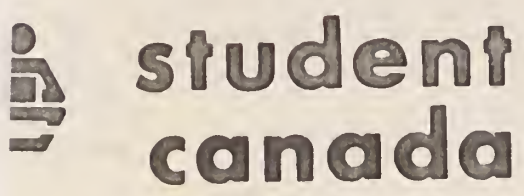
THE WALL



© 1994 by [illegible]
[illegible]

office copy.

INSERTION ORDER



STUDENT CANADA
272 SOUTHBRIDGE
EDMONTON, ALBERTA T6H 4M9

Technocracy
9203 - 11¹/₂ Street
Edmonton, Alberta
T6G 2G5

Salesperson
Ray Barlett

DATE 8 11 78
Day Month Year

AUTHORIZED BY	EDITION	SPACE SIZE	NO OF INSERTIONS	TERMS	AMOUNT PER AD	AMOUNT
alt Fryers	Jan. 79	6 col. in.	1	30 days	\$67.50	\$67.50

PHONE: 432 - 0344 MAKE ALL CHEQUES PAYABLE TO STUDENTS CANADA AT ABOVE ADDRESS.

INSERTION ORDER DETAILS

Please sign below and return top copy,
along with your remittance.

"TECHNOCRACY BRIEFS"

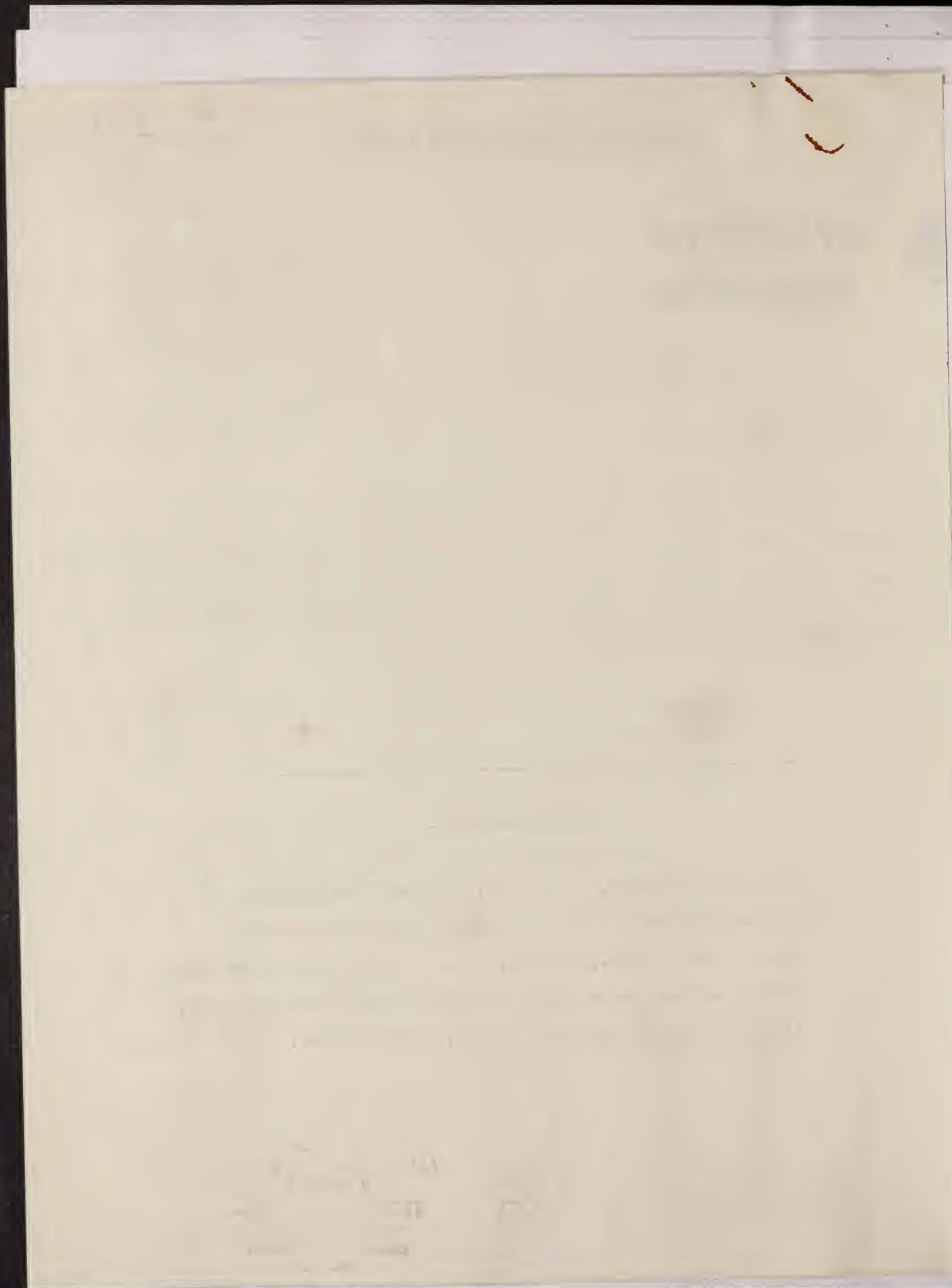
SOCIAL RESPONSIBILITY OF SCIENCE

(Text as per attached. Add at end: "Further information on Technocracy is obtainable from the local office of Technocracy Inc., at 9203S 11¹/₂ St., Edmonton, Alta. T6G 2G5; telephone 432 0344.")
(We have not had time to hustle up suitable pictures for this issue.)
(Ad can be repeated same as last time, as per attached. Cheque enclosed.)

20 kcc 78

Signature *W. D. 1353*

TECHNOCRACY INC.
9203S 11¹/₂ STREET
EDMONTON, ALBERTA
T6G 2C5



INSERTION ORDER



**student
canada**

Technocracy
9203 - 112 Street
Edmonton, Alberta

Address all correspondence
#300, 8908 - 99 Street
Edmonton, Alberta
T6E 3V4
Phone: 439-0601

SALESPERSON

DAVE MOSER

DATE 2 5 78
Day Month Year

AUTHORIZED BY	EDITION	SPACE SIZE	NO. OF INSERTIONS	TERMS	AMOUNT PER AD	AMOUNT
Walt Fryers	9	6 col. in.	1	30 days	\$67.50	\$67.50

PHONE:

MAKE ALL CHEQUES PAYABLE TO STUDENTS CANADA AT ABOVE ADDRESS.

INSERTION ORDER DETAILS

PLEASE SIGN AND RETURN TOP COPY!



R.D. 11353
TECHNOCRACY INC.

9203.S 112 St., Edmonton, Alta. T6G 2C5
(North end of HUB Mall, U. of A. Campus)

Phone us at 432 0344, or fill in & mail this ad:

I wish to obtain more information..... ☐

I wish to become a member at \$2.00 a year..... ☐

NAME: _____

ADDRESS: _____

POSTAL CODE: _____ PHONE _____

Signature

*Same page
as text.
Moved in
Black &
white?*

*Signed & sent
with cheque in full
15 Jun 78*

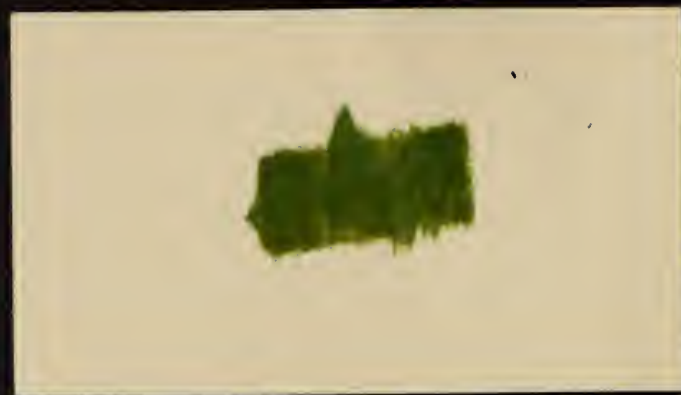


Dr. Robert C.P. Westbury
EXECUTIVE DIRECTOR

**Society,
Environment &
Energy
Development
Studies**

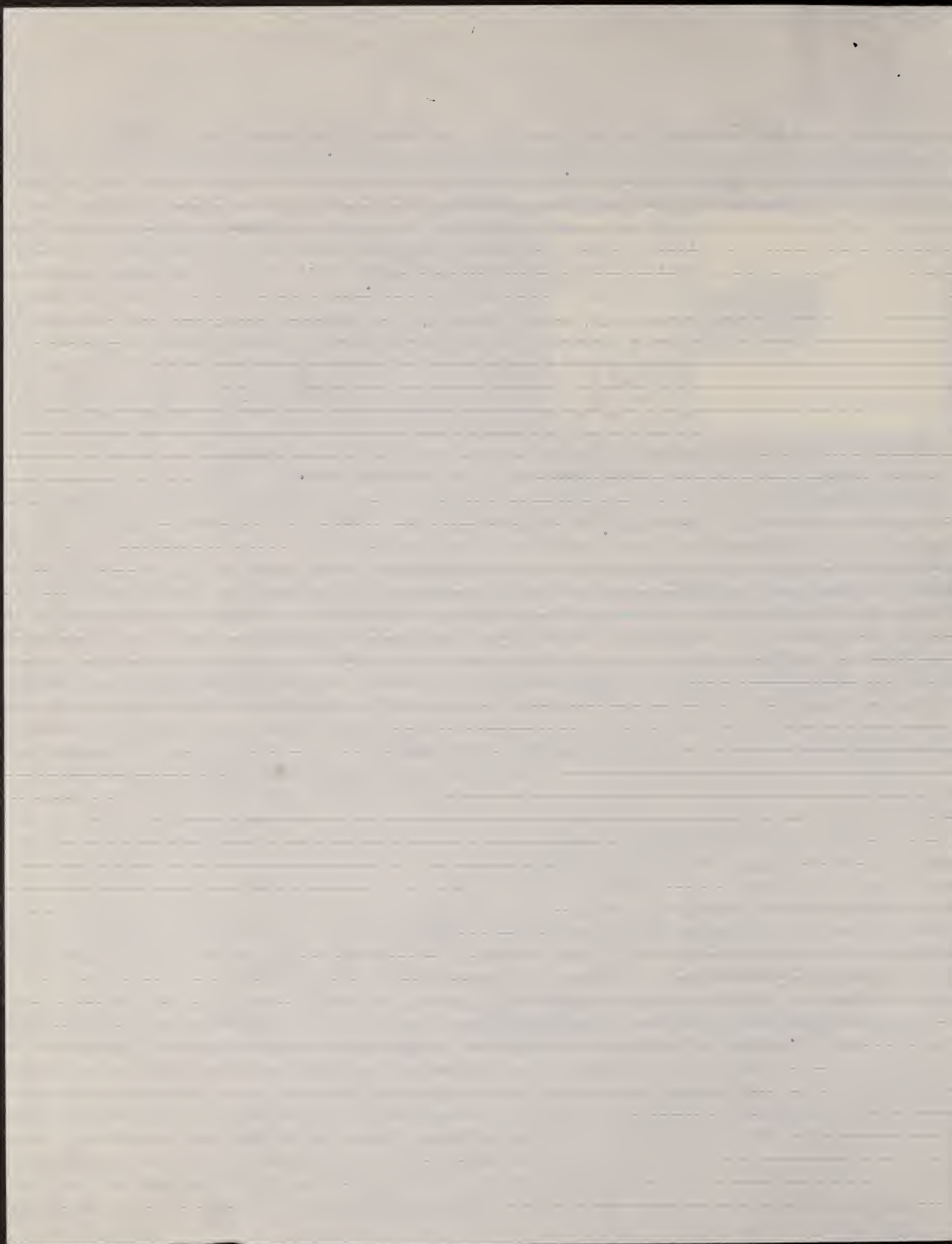


406 - 10169 - 104th Street Phone: (403) 424-0971
Edmonton, Alberta. T5J 1A5 Res. (403) 483-4971



RESUME &
CHRONOLOGY OF
"SEEDS PROJECT"

- 12 Feb 77 - Edmonton Journal article on "SEEDS" program (Society of Environmental and Energy Development Studies). Item clipped for further investigation.
- 14 Feb 77 - Walt Fryers contacted "SEEDS" organization re their energy study for school curriculum. Visited their office at 406 - 10169 - 104th St. The gentleman in charge of the office (Dr. Westbury?) responded with interest. Some literature was left, including copies of TTSD.
- 17 Apr 80 - Telecon W.F. to "SEEDS" - Dr. Robt. Westbury (Exec.Dir.). This is a non-profit foundation, funded by industrial corporations. Initially they were preparing text material for primary and Secondary Schools in Alberta. They are now aiming at all Canada. Dr. Westbury is very interested in our material. He wants a copy of my brief (to Minister of Advanced Education) and will put us on his mailing list. There may be a real opening to exploit here. He thought we must have folded when he didn't hear from us. (Items were mailing out to SEEDS same day.
- 30 Jun 80 - This record started, as basis for continuing project and necessary follow-up.



Energy use to be stressed in Alberta schools

By TOM CAMPBELL

Energy companies, after much complaining about a misinformed public, are taking concrete steps in Alberta to provide basic data to younger generations.

A number of companies, together with industry associations, have established the Society of Environment and Energy Development Studies (SEEDS). This federally-chartered non-profit foundation intends to help prepare resource material for energy education in Alberta schools.

The stated goal is to make the subject of energy and the environment understandable to both students and teachers from grades one through 12.

The development of this new foundation was spearheaded by Marshall Williams, president of Calgary Power Ltd. Mr. Williams had first hand experience with a similar program in the United States conducted by an international electrical association in which Calgary Power is a member.

Mr. Marshall received

support from numerous executives in electric, coal and oil firms in Alberta. Various boards and advisory bodies were established and by last fall SEEDS retained an executive directors and opened an Edmonton office.

The foundation executive includes Mr. Williams as president; Dr. Bruce K. Johnson, co-ordinator of curriculum services for the Calgary Board of Education as vice-president; John M. Taylor, president of PanCanadian Petroleum Limited as treasurer and John S. Poyen, retired executive officer of the Canadian Petroleum Association as secretary.

Dr. Robert Westbury, former director of curriculum for the Edmonton Separate School Board, participated in the founding board for SEEDS and became so enthusiastic about the foundation that he applied, and received, the job as executive director.

"The response from industry people has been incredible," Dr. Westbury said during an interview at

SEEDS' office on the fourth floor of the Phillips Building, 10169 104th Street.

The provincial department of education, school boards and the teaching profession has also responded well and the development of the SEEDS' program has moved quickly.

"We are already 16 months ahead of target and we are only five months old," he said.

SEEDS has already attracted the interest of the Ontario department of education and Dr. Westbury believes that within a few years the Alberta developed program may be used extensively in other parts of Canada.

Energy companies have committed to budget about \$500,000 for the first three years of the foundation's work. This budget is being allocated among the Canadian Petroleum Association, the Independent Petroleum Association of Canada, the Coal Association of Canada and the Alberta power companies.

A number of safeguards

have been built into the foundation's structure to ensure that it doesn't become a tool of industry producing propaganda to promote industry's cause, he said.

The material must be accepted by an education-environment advisory committee which includes representatives of the provincial department of environment and Alberta Teachers Association.

The material will be written by 60 professional teachers based on information provided to them by both industry and environmentalists.

"Moreover, when the materials are finished they must receive the approval of the provincial department of education," says Dr. Westbury, a native of Nova Scotia who lived the last 17 years in Alberta and spent 15 of those years with the Edmonton Separate School Board.

SEEDS has selected 12 outstanding teachers from throughout Alberta who will each head teams of five

teachers involved in preparing the material.

The work begins this week with a three-day seminar aimed primarily at the 12 teachers. The seminar, which started Thursday at Lake Louise, will expose teachers to environmentalists, research people and management people from oil, coal and power industries.

The agenda includes representatives from the GAMMA group, a joint McGill-University of Montreal research body, which recently completed a major report on adopting a conservator society in Canada.

Dr. Westbury, an education psychologist, says the program is aimed at getting people to deal with common problems, using balanced information from both sides of energy issues.

"One thing which excites me about this program is its national appeal," he says. "We may well have a program written by Albertans, for Albertans, being used throughout Canada."

He believes that children, as early as grade one, can learn that electricity comes from power plants and not just from the light switch on the wall.

There is a lot of evidence that a large part of the population does not understand

Feb. 21. - 9 30 - 10 30

Don't forget to write to me soon.

I am very much interested in you.

Write to me when you have time.

I am sure you will be very happy.

Write to me soon.

I am very much interested in you.

Write to me when you have time.

I am sure you will be very happy.

Write to me soon.

I am very much interested in you.

Write to me when you have time.

I am sure you will be very happy.

Write to me soon.

I am very much interested in you.

Write to me when you have time.

I am sure you will be very happy.

What is SEEDS?

Society, Environment & Energy Development Studies is a federally-chartered, non-profit foundation that helps prepare resource material for energy education in Alberta schools.

Its goal is to make the subject of energy — and the environment — understandable to both students and teacher, from Grade One through Grade 12.

Why was it organized?

Basically, to fill a need, **for topical teaching aids on energy.**

As one Alberta teacher said, "when the term 'energy crisis' started to crop up, most teachers found it very difficult to get hold of material we could use in the classroom. The topic was new, and relevant material scarce. We needed help but were not sure how to approach industry or business to get their help."

Many educators turned to local companies and associations for help in obtaining material and speakers. Although many companies and groups responded, it quickly became obvious that the subject of energy was simply too large and too intricate to be handled on a piecemeal basis.

If our educators and young people were to get a better understanding of what was happening in the world of energy — and the relationships between local, national and international energy issues — then a co-ordinated program was necessary.

Two distinct solutions surfaced:
One, plan and co-ordinate the use of available material and people through a central source.

Two, develop new and exciting energy concepts that relate to today's world and today's people.

The SEEDS Foundation will use both approaches: bringing together information and people from diverse sources and interests, thus ensuring continuity and consistency. And, more importantly, providing original and unique energy-related classroom material tailored specifically to our needs in Alberta.

In short, helping our young people develop informed views of their environment and energy utilization.

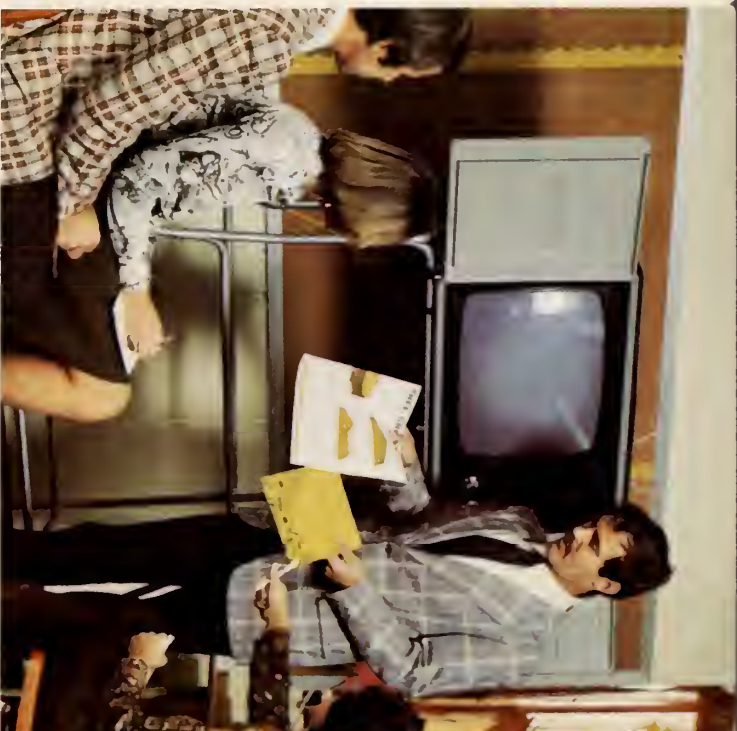
How does it work?

Very simply. The SEEDS writing process is co-ordinated by educators, with technical and financial support from industry and government.

A full-time, professional educator directs the day-to-day activities of the foundation. As executive director, he reports to a nine-member board of directors, comprising three educators, three industrialists, and three members at large.

The members at large represent various fields such as economics, agriculture, labor, and the social sciences.

The foundation will develop materials that show how energy and energy development touch on the life of the individual and society. SEEDS' major aim is to help people in education, industry, environment and government work together in developing new and usable teaching aids.



Who will develop the resource materials?

Special writing teams of top-notch teachers will prepare and refine energy-related materials for classroom use from Grade One through Grade 12. Information and help from educators, government and the energy companies will be made available to the writing teams to ensure the accuracy of the materials. The instructional materials will be reviewed by two advisory committees representing education, environment and industry. They will ensure the materials are relevant, and are designed in a way that will help young people understand the role that energy plays in our society.



What kind of subjects will be covered?

The 'energy crisis' of some years ago brought home to many the heavy dependence of man on energy as one of our basic needs. This is particularly true in an industrialized nation like Canada, where our energy dependence is so fundamentally tied to geography and climate.

Creating an energy-literate public means presenting all energy-related and environment-related issues from all points of view — and doing it accurately and objectively.

The kinds of topics covered will show:

- the dependency of mankind upon energy;
- the many sources of energy;
- the conversion of energy from one form to another;
- the use of energy creates an impact on the environment;
- the earth's resources are limited;
- that new energy sources combined with more efficient consumption, may help alleviate the world's energy dilemma.



Can we help you?

If energy education is as important as many educators suggest, then the SEEDS foundation will play a vital role in bringing together teachers, businessmen, consultants, and interested parties who can help the foundation prepare reliable and relevant materials for Alberta classrooms.

If this organizational can be of assistance to your educational organization or school facility, or to you personally, don't hesitate to contact us.



Society Environment & Energy Development Studies

625 - 404 Sixth Avenue
S.W., Calgary, Alberta
T2P 0R9 Phone 269-6726

406-10169-104th Street,
Edmonton, Alberta
T5J 1A5
Phone 424-0971



SEEDS





EDMONTON PUBLIC SCHOOLS
CONTINUING EDUCATION

10820 - 101 Street, Edmonton, Alberta T5H 3Z8 Telephone: (403) 426-3280

DIRECTOR:

Austin Youngberg

PROGRAM COORDINATORS:

Larry Fjerwold
Don Risdon
Pat Steblyk
Stan Whitbread

December 8, 1982

Recd 15 Dec 82



Mr. Walter Fryers,
Technocracy Incorporated,
9203 112 Street,
Edmonton, Alberta
T6G 2G5

Dear Mr. Fryers:

Thank you for your inquiry into offering a course with us in technocracy. As I indicated in our telephone conversation today, the prospects of attracting clientele to such a course is not bright. Our one "think" course "Economics Demystified" has a tenuous existence with enrolments fluctuating season by season, sometimes disastrously. Mr. Izzy Gliener is the chief instructor of the course.

I appreciate your time in proposing the course and should interest be evident, will contact your group for possibly offering a course in Technocracy.

Sincerely,

S. B. Whitbread,
Program Coordinator

SBW/hw

"Onward With Learning"



6 Oct 82

Mr. Austen Youngberg,
Director, Continuing Education,
10820 101 St.,
Edmonton, Alta.
T5H 3Z8

Dear Mr. Youngberg:

To follow up our telephone conversation today, I am enclosing a couple of sets of literature items that will help to explain our subject. More complete information is available in additional publications, including one entitled "Technocracy - Technological Social Design", which serves as a basis for a study course.

If the Edmonton public is interested in such a course we will supply an instructor free of charge or on an exchange basis as suggested in the catalog of continuing education courses periodically issued to present the spectrum of courses available in Edmonton.

Course material can also be provided either on a free basis or preferably for a nominal charge of \$2.00 per set. Lectures would be illustrated with Vu-graph slides for overhead project^{or} or by 35 mm slides.

Yours truly,

Walt Fryers.



Item in Process

- Aug 82 - Query to Public School Board re possibility of offering a course on Technocracy in Continuing Education. Austin Youngberg not available.
- Sep 22/82 - no contact.
- Oct 1/82 - " "
- Oct 6/82 - Contact. See note attached. Letter & literature sent.
- Dec. 6/82 - Youngberg's office has referred matter to Stan Whitbread at 426-2299. Telecon to Stan - he discourages "think courses" - no public interest. Suggests we offer a presentation to Izzy Giliemer's course "Economics Demystified" which had 7 students last term. I phoned Izzy at Baker Optical Centre Optical at 423-2117 (home 483-8031). He says his 10 sessions are full but will offer it to class as an extra & advise next Jan. Feb. He is associated with Alberta School of Economic Science. Has some knowledge of Technocracy.

Handwritten text on lined paper, likely a letter or document. The text is written in cursive and is mostly illegible due to fading and blurring. It appears to be a single page of writing, possibly a letter or a document, with a large blank area on the left side of the page.

Public School Board
- Continuing Educⁿ
426-3280
Austin Youngberg
(after Aug. 9/82)

22-4/82 - no contact.

1 Oct 82 - - " "

6 Oct 82 - Contact! He will
propose us as a subject or a
"swap" subject for New Year,
to Stan Whitbread, his boss?
Asks for sample literature for

2.

sent with covering letter.

- 2 ea. Continental Hydrology
- 2 ea. Ecology of Man.
- 4 ea. Triplets.

Compliments of



SPARTAN press Ltd.

6841 - 76 Avenue, Edmonton, Alberta T6B 0A9 Phone 465-1881

